12-month Enrollment for less-than-4-year institutions

Overview

12-month Enrollment Overview
The 12-Month Enrollment component collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment is estimated. NCES uses the FTE enrollment to produce indicators such as expenses by function per FTE as reported in the IPEDS Data Feedback Report.
Data Reporting Reminders:
• All institutions must use the July 1 - June 30 reporting period.
Resources:
To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing the survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Undergraduate Instructional Activity Type

Undergraduate instructional activity data in Part B may be reported in units of contact hours or credit hours. Which instructional activity units will you use to report undergraduate instructional activity?

Please note that any graduate level instructional activity must be reported in credit hours.

- ○ Contact hours
- ○ Credit hours
- ○ Both contact and credit hours (some undergraduate programs measured in contact hours and some measured in credit hours)

You may use the space below to provide context for the data you've reported above.

Part A - Unduplicated Count

12-month Unduplicated Count by Race/Ethnicity and Gender July 1, 2016 - June 30, 2017	
Reporting Reminders: • **Report Hispanic/Latino individuals of any race as Hispanic/Latino** • **Report race for non-Hispanic/Latino individuals only** • **Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.**	
Men	
Students enrolled for credit	Undergraduate students
Nonresident alien	
Hispanic/Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race and ethnicity unknown	
Total men	
Total men prior year	
Women	
Students enrolled for credit	Undergraduate students
Nonresident alien	
Hispanic/Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race and ethnicity unknown	
Total women	
Total women prior year	
Grand total (2016-17)	
Prior year data:	
Unduplicated headcount (2015-16)	
Total enrollment Fall 2016 *NOTE: Grand total (2016-17) calculated above is expected to be greater than Total enrollment Fall 2016.*	

Part B - Instructional Activity

12-month Instructional Activity
July 1, 2016 - June 30, 2017

Instructional Activity Reporting Reminder:

- **Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.**

FTE Reporting Reminder:

- **Institutions need not report their own calculations of undergraduate FTE unless IPEDS FTE calculations would be misleading for comparison purposes among all IPEDS reporting institutions.**

	2016-17 total activity	Prior year data
Instructional Activity		
Undergraduate level:		
Contact hour activity		
Credit hour activity		

Calendar system (as reported on the prior year IC Header survey component):

If the IPEDS calculated FTE estimates below are not reasonable, **AND** you have reported the correct instructional activity hours above, enter your best FTE estimate in the "Institution reported FTE" column below and save the page. This option should be used **ONLY** if the calculated estimate is not reasonable for your institution and IPEDS comparisons.

Please provide your best estimate of undergraduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparison purposes**:

	Calculated FTE 2016-17	Institution reported FTE 2016-17	Prior year FTE 2015-16
Undergraduate student FTE			

Prepared by

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

This survey component was prepared by:

○ Keyholder	○ SFA Contact	○ HR Contact
○ Finance Contact	○ Academic Library Contact	○ Other

Name:

Email:

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component? Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	hours	hours	hours	hours
Other offices	hours	hours	hours	hours

12-Month Enrollment Full Instructions

Purpose of the Survey
Changes in Reporting
General Instructions
- Reporting Period Covered
- Context Boxes

Coverage
- Who To Include
- Who To Exclude

Where to Get Help for Reporting
- IPEDS Help Desk
- AIR Website
- IPEDS Website Resources

Where the Reported Data Will Appear
- Institution Level
- Aggregate Level

Reporting Directions
- Screening Question
- Reporting Individuals by Racial/Ethnic Categories
- Part A: Unduplicated Count by Student Level, Race/Ethnicity, and Gender
- Part B: Instructional Activity and Full-Time Equivalent Enrollment

Purpose of Survey

The purpose of the 12-Month Enrollment component of IPEDS is to collect unduplicated enrollment counts of all students enrolled for credit and instructional activity data in postsecondary institutions for an entire 12-month period. Data are collected by level of student and by race/ethnicity and gender. Instructional activity is collected as total credit and/or contact hours attempted at the undergraduate, graduate, and doctor's professional levels. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate and graduate level is estimated.

Top ▲

Changes in Reporting

- There are no changes to the 12-Month Enrollment (E12) component for the 2017-18 collection.

Top ▲

General Instructions

Reporting Period Covered

The 12-month reporting period is July 1, 2016 - June 30, 2017.

Top ▲

Context Boxes

Context boxes are provided to allow institutions to provide more information regarding survey component items. Note that some context boxes are posted on the College Navigator Website, which is the college search tool offered by NCES. NCES will review entries in these context boxes for applicability and appropriateness before posting them on the College Navigator Website; institutions should check grammar and spelling of their entries.

Top ▲

Coverage

Who to Include

Include all students **enrolled for credit** (enrolled in instructional activity, courses or programs, that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other formal award), regardless of whether or not they are seeking a degree or certificate. This includes:

- Students enrolled for credit in off-campus centers
- High school students taking regular college courses for credit
- Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled for credit at your institution (e.g., online students)

Top ▲

Who to Exclude

Exclude students who are **not** enrolled for credit. For example, exclude:

- Students enrolled exclusively in courses that cannot be applied towards a formal award
- Students enrolled only in ESL programs (programs comprised exclusively of ESL courses)
- Students enrolled exclusively in Continuing Education Units (CEUs)
- Students exclusively auditing classes

In addition, the following students should be excluded:

- Any student studying abroad (e.g., at a foreign university) if their enrollment at the 'home' institution is serves as an administrative record
- Students enrolled in any branch campus located in a foreign country

Top ▲

Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568
Email: ipedshelp@rti.org

Web Tutorials

You can also consult the IPEDS Website Trainings & Outreach page which contains several tutorials on IPEDS data collection, a self-paced overview of IPEDS tools, and other valuable resources.

IPEDS Resource Page

The IPEDS Website Reporting Tools page contains frequently asked questions, a link to data tip sheets, tutorials, taxonomies, information centers (e.g., academic libraries, average net price, human resources, race/ethnicity, etc.), and other valuable information.

Top ▲

Where the Reported Data Will Appear

Data collected through IPEDS will be accessible at the institution- and aggregate-levels.

At the institution-level, data will appear in the:

- College Navigator Website
- IPEDS Data Center
- IPEDS Data Feedback Reports
- College Affordability and Transparency Center Website

At the aggregate-level, data will appear in:

- IPEDS First Looks
- IPEDS Table Library
- IPEDS Data Feedback Reports
- The Digest of Education Statistics
- The Condition of Education

Top ▲

Reporting Directions

Screening Question

Before entering any data, a screening question will need to be answered.

Instructional Activity Units.
Select which units your institution will use to report undergraduate instructional activity for this component. Institutions are given the option to report undergraduate instructional activity in contact hours, credit hours, or a combination of the two.

Contact hours are a unit of measure that represent an hour of scheduled instruction given to students, sometimes referred to as a clock hour. *Credit hours* are a unit of measure representing the equivalent of approximately one hour of instruction per week over the entire term. Select the method that best describes the units used to measure instructional activity at your institution.

The option for both contact and credit hours should only be used if some programs are measured in contact hours while others are measured in credit hours. If your institution measures courses or programs in a unit of measure other than standard credit or contact hours, select credit hours and convert the instructional activity offered to credit hour equivalents for reporting in Part B of this component.

Top ▲

Reporting Persons by Racial/Ethnic Category (1997 OMB)

This information is being collected in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Sec. 421(a)(1) of the Carl D. Perkins Vocational Education Act. These instructions correspond with the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, published in the Federal Register on October 19, 2007.

Method of collection - Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice.

Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens.

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

In addition, the following categories may be used:

- Nonresident alien
- Race and ethnicity unknown

Racial/ethnic descriptions - Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are:

- Hispanic or Latino- A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaska Native- A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- Asian- A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American- A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander- A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other descriptive categories

- **Nonresident alien** - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. NOTE - Nonresident aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. Resident aliens and other eligible (for financial aid purposes) non-citizens who are not citizens or nationals of the United States and who have been admitted as legal immigrants for the purpose of obtaining permanent resident alien status (and who hold either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian) are to be reported in the appropriate racial/ethnic categories along with United States citizens.
- **Race and ethnicity unknown** - This category is used only if the person did not select EITHER a racial or ethnic designation.

Top ▲

Part A: Unduplicated Count by Gender and Race/Ethnicity

Report all students **enrolled for credit** at any time during the July 1, 2016 - June 30, 2017 reporting period. Students are reported by gender and race/ethnicity.

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each program. If there is no official add period, report as of the 15th day of each regular program, and the 5th day of each short program.

To determine the unduplicated 12-month enrollment, count each student only **once** during the 12-month period. For example: If a student enrolls in the fall term, drops out in winter, but enrolls again in spring, count that student once.

Note: Students who already hold a baccalaureate degree but are enrolled as an undergraduate for additional undergraduate courses should be reported as undergraduate students.

To provide context, two prior year enrollment totals are displayed at the bottom of the screen. The first is the total 12-month unduplicated count reported from last year (2015-16). The second is the total fall enrollment from Fall 2016, as reported on the Fall Enrollment survey component. Since the Fall 2016 enrollment falls within the 12-month period currently being reported (2016-17), the 12-month unduplicated count must be greater than or equal to the Fall 2016 total enrollment.

Top ▲

Part B: Instructional Activity and Full-Time Equivalent Enrollment

Report the total contact hour and/or credit hour activity attempted during the 12-month period of July 1, 2016 - June 30, 2017. The instructional activity data reported will be used to calculate full-time equivalent (FTE) student enrollment at the institution.

Reporting Contact Hour Activity

To determine the contact hour activity for a course, multiply the contact hour value of the course by the number of students enrolled in the course for credit. When computing total contact hour activity for the institution, include all courses offered for credit (see the IPEDS Glossary for the definition of "credit course") that are measured in contact or clock hours, **do not convert credit hour activity into contact hour activity.**

Contact Hour Activity of a Course = Course Contact Hour Value * Number of Students Enrolled for Credit

Contact Hour Value of a Course: The contact hour value of a course is the number of hours per week that the course meets multiplied by the number of weeks the course is given. For example, a 3-week real estate licensure course that meets 15 hours per week has a value of 45 contact hours.

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each program. If there is no official add period, report as of the 15th day of each regular program, and the 5th day of each short program.

Example Calculation: Total contact hour activity for Institution ABC.

Institution ABC offers 3 courses during the July 1, 2016 - June 30, 2017 reporting period:

- Course 1 is a 50-week course with 30 contact hours per week and 10 students.
- Course 2 is a 20-week course with 35 contact hours per week and 5 students.
- Course 3 is a 15-week course with 20 contact hours per week and 10 students.

Compute the contact hour activity for each course:

- Course 1: 50 * 30 * 10 = 15,000 hours
- Course 2: 20 * 35 * 5 = 3,500 hours
- Course 3: 15 * 20 * 10 = 3,000 hours

Compute the total contact hour activity for the institution by summing the contact hour activity for all courses offered for credit that are measured in terms of contact or clock hours:

- 15,000 hours + 3,500 hours + 3,000 hours = 21,500 hours

Note: If a course does not start and end within the same 12-month reporting period, the contact hour activity reported should be only for the number of weeks which fall within the July 1 - June 30 period. For example, if only 40 weeks of a 64 week course (which meets 15 hours per week and has an enrollment of 30 students) falls within the 12-month period, the contact hour activity for this course would be computed as follows: 40 weeks x 15 hours per week x 30 students = 18,000 contact hours.

Reporting Credit Hour Activity

To determine the credit hour activity for a course, multiply the credit hour value of the course by the number of students enrolled in the course for credit (see the IPEDS Glossary for the definition of "credit course"). When computing total credit hour activity for the institution, include only those courses offered for credit that are measured in credit hours, **do not convert contact hour activity into credit hour activity.**

Credit Hour Activity of a Course = Course Credit Hour Value * Number of Students Enrolled for Credit

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each term. If there is no official add period, report as of the 15th day of each regular term and the 5th day of each summer or short term.

Example Calculation: Total credit hour activity for Institution DEZ.

Institution DEZ offers 3 courses during the July 1, 2016 - June 30, 2017 reporting period:

- Course 1 is a 3 credit hour course with 20 students.
- Course 2 is a 5 credit hour course with 10 students.
- Course 3 is a 4 credit hour course with 15 students.

Compute the credit hour activity for each course:

- Course 1: 3*20 = 60 hours
- Course 2: 5*10 = 50 hours
- Course 3: 4*15 = 60 hours

Compute the total credit hour activity for the institution by summing the credit hour activity for all courses offered for credit and measured in credit hours:

- >60 hours + 50 hours + 60 hours = 170 hours

Note: If a course does not start and end within the same 12-month reporting period, report all credit hour activity for the course in the 12-month period in which the course began. Because course enrollment counts (necessary for calculating total credit hour activity) are typically taken at the close of the official add/drop period for a course, this date can also be used as the course start date for the purposes of determining the appropriate 12-month period. If there is no official add/drop period, the 15th day of a regular term and the 5th day of a summer or short term can be used.

Full-Time Equivalent (FTE) Calculation

Full-time equivalent (FTE) student enrollment will be calculated for the institution using the instructional activity data (total contact hour and credit hour activity) reported in Part B. This FTE student count will be used in computing indicators such as expenses by function per FTE and revenues per FTE, which are reported on the IPEDS Data Feedback Report (DFR). A FTE student is a unit of measurement intended to represent one student enrolled full time for one academic year.

Calculated Full-Time Equivalent (FTE) Estimate. After entering the instructional activity, the FTE estimate will be calculated as follows:

- **For institutions reporting contact or clock hours**, the number of contact hours is divided by 900. For example, the FTE for Institution ABC would be 1150/900, or approximately 1 student.
- **For institutions operating on a Quarter calendar system** (as reported in the prior year IC Header survey component), undergraduate credit hours are divided by 45. If Institution DEZ from the example above was an undergraduate program on the quarter system, the FTE would be 170/45, or approximately 4 students.
- **For institutions operating on a semester, 4-1-4 Plan, or other calendar type** (as reported in the prior year IC Header survey component), undergraduate credit hours are divided by 30. If Institution DEZ was an undergraduate program on one of these systems, the FTE would be 170/30, or approximately 6 students.

If the calculated estimate is not reasonable for the institution, please **double check** the credit and/or contact hours reported to ensure their accuracy. If the instructional activity data reported are inaccurate, then the calculated FTE amount will also be inaccurate.

After double checking the instructional activity data reported, if the FTE estimated for the institution is still not reasonable the system will allow you to enter more accurate FTE data for the institution in the **"Institution reported FTE"** column. This option should be used **ONLY** if the system calculated estimate is not reasonable for the institution and would be misleading for comparison purposes among all IPEDS reporting institutions.

Top ▲

Term	Definition
12-month enrollment (E12)	These data were collected in the Enrollment component prior to the 2007 IPEDS collection. Data are collected for the entire 12-month academic year, while enrollment data collected in the Fall Enrollment component are fall data. Institutions report an unduplicated head count for the total number of students by gender, race/ethnicity, and level (undergraduate, graduate, first-professional) enrolled throughout the reporting period. Students included are those enrolled in any courses leading to a degree or other formal award, as well as those enrolled in courses that are part of a terminal vocational or occupational program. Institutions also report the total instructional activity for the same 12-month period for both undergraduate and graduate programs. Instructional activity data are reported in units of contact hours (sometimes referred to as clock hours) or credit hours.
12-month period	A 12-month period defined by an institution for reporting a full year of activity (usually either July 1 through June 30 or September 1 through August 31). This time period should be consistent across all IPEDS data collections and from year-to-year.
4-1-4 (calendar system)	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional summer session.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Audit/auditing (a class)	Term used when a student elects to take a course, but does not wish to receive credit for the course toward a degree or other formal award.
Black or African American	A person having origins in any of the black racial groups of Africa.
Calculation of FTE students (using instructional activity)	The number of FTE students is calculated based on the credit and/or contact hours reported by the institution on the IPEDS 12-month enrollment (E12) component and the institution's calendar system, as reported on the IC Header component. The following table indicates the level of instructional activity used to convert the credit and/or contact hours reported to an indicator of full-time equivalents (FTE students): - Quarter calendar system - Enrollment level (One FTE over 12-month period) -Undergraduate 45 credit hours, 900 contact hours -Graduate 36 credit hours - Semester/trimester/4-1-4 plan/other calendar system -Enrollment level (one FTE over 12-month period) -Undergraduate 30 credit hours 900 contact hours -Graduate 24 credit hours For institutions with continuous enrollment programs, FTE is determined by dividing the number of contact hours attempted by 900. The total 12-month FTE is generated by summing the estimated or reported undergraduate FTE and the estimated or reported graduate FTE and reported Doctor's Professional Practice FTE.
Calendar system	The method by which an institution structures most of its courses for the academic year.
Clock hour	A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact hour.
Contact hour	A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.
Contact hour activity	The provision of coursework to students which can be measured in terms of contact or clock hours .
Continuous basis	A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
Credit	Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other formal award, irrespective of the activity's unit of measurement.
Credit course	A course that, if successfully completed, can be applied toward the number of courses required for achieving a postsecondary degree, diploma, certificate, or other formal award, irrespective of the activity's unit of measurement.
Credit hour	A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.
Credit hour activity	The provision of coursework to students which can be measured in terms of credit hours.
Differs by program (calendar system)	A calendar system classification that is used by institutions that have occupational/vocational programs of varying lengths. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a 2-month program in January, March, May, September, and November; and a 3-month program in January, April, and October.
Dual credit	A program through which high school students are enrolled in Advanced Placement (AP) courses, taught at their high school, that fulfill high school graduation requirements and may earn the student college credits .
Dual enrollment	A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.
High school diploma or recognized equivalent	A document certifying the successful completion of a prescribed secondary school program of studies, or any of the following: - recognized attainment of satisfactory scores on the GED or another state-authorized examination - recognized completion of homeschooling at the secondary level as defined by state law - completion of secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive credential for their education
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Instructional activity	The total number of credit and contact hours all students are engaged in during the specified period.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12);Completions (C); Admissions (ADM); Student Financial Aid (SFA); Human Resources (HR) composed of Employees by Assigned Position, Fall Staff, and Salaries; Fall Enrollment (EF); Graduation Rates (GR); Outcome Measures (OM); Finance (F); and Academic Libraries (AL).
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Noncredit course	A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.
Nonresident alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
Other academic calendar system	Category used to describe "non-traditional" calendar systems at 4-year and 2-year degree-granting institutions. These can include schools that offer primarily on-line courses or "one course at a time."
Quarter (calendar system)	A calendar system in which the academic year consists of 3 sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks as defined by the institution. There may be an additional quarter in the summer.
Race and ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Race/ethnicity	Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Individuals are asked to first designate ethnicity as: - Hispanic or Latino or - Not Hispanic or Latino

	Second, individuals are asked to indicate all races that apply among the following: - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
Remedial courses	Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.
Resident alien (and other eligible non-citizens)	A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).
Semester (calendar system)	A calendar system that consists of two sessions called semesters during the academic year with about 15 weeks for each semester of instruction. There may be an additional summer session.
Study abroad	Arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.
Summer session	A summer session is shorter than a regular session and is not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have two or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
Trimester (calendar system)	An academic year consisting of 3 terms of about 15 weeks each.
Undergraduate	A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.
Unduplicated count	The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

12-month Enrollment

Click one of the following questions to view the answer.

General

1) Who should I include in my enrollment reporting?
2) What is the reporting period for 12-month enrollment?
3) What is the difference between 12-month enrollment and Fall enrollment?
4) In the past I reported first-professional student enrollment separately in Part A. Why is there no column for reporting first-professional students?
5) Should I report students who are studying abroad?
6) Do I include students enrolled only in ESL programs (programs comprised exclusively of ESL courses) in enrollment?

Unduplicated Count (Part A)

1) Why does the total 12-month enrollment need to be larger than the corresponding prior year fall enrollment?
2) How do I report a student who changes enrollment levels during the 12-month period?
3) How do I report foreign students living outside the U.S. who are enrolled in my institution?
4) My institution has students for which gender is unknown. Since there is no place to report "gender unknown" on the IPEDS data collection screens, how should we report these individuals?
5) In which race/ethnicity category do I report undocumented students?

Instructional Activity and FTE (Part B)

1) How do I report instructional activity for courses that start in one 12-month reporting period and end in the next 12-month reporting year?
2) Instructional activity in doctor's-professional practice programs is measured differently from other graduate programs. How should I report the activity for these programs?
3) How is the estimate of full-time equivalent (FTE) students calculated?
4) The calculated FTE is not a reasonable estimate for my institution. What should I do?

Answers:

General

1) Who should I include in my enrollment reporting?

All students enrolled *for credit* should be reported. Credit is defined as "recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other formal award, irrespective of the activity's unit of measurement."

Back to top

2) What is the reporting period for 12-month enrollment?

The reporting period for the 12-month enrollment component is July 1 - June 30. In the past, institutions had the option to report using the July 1 - June 30 period or the September 1 - August 31 period. Since the 2011-12 collection year, institutions have been required to use the July 1 - June 30 reporting period.

Back to top

3) What is the difference between 12-month enrollment and Fall enrollment?

12-month enrollment is a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall enrollment is a count of students enrolled on a particular date in the Fall. Fall enrollment is often referred to as a "snapshot" of an institution's enrollment at a specific time.

Back to top

4) In the past I reported first-professional student enrollment separately in Part A. Why is there no column for reporting first-professional students?

Since the 2010-11 collection year, institutions have been required to use the new postbaccalaureate degree categories (eliminating the first-professional category and reclassifying those programs). In part A, all postbaccalaureate students are to be reported as graduate students (including students formerly reported as first-professional).

In Part B, Doctor's-professional practice activity (formerly first-professional) will be reported separately from the graduate instructional activity. FTE for these programs should be reported as defined by the institution.

Back to top

5) Should I report students who are studying abroad?

Students who are enrolled in your institution and attend classes in a foreign country should be included in your institution's enrollment report if your institution provides instructional resources (classroom, instructors), even though the education occurs abroad. Students who are enrolled in your institution and attend classes in a foreign country should NOT be included in your enrollment report if:

- The students are enrolled ONLY in courses offered by another institution;
- The students are enrolled at a branch campus of your institution in a foreign country;
- Your institution does not provide the instructional resources (i.e., classrooms, instructors), even if the student pays tuition to your institution. Their enrollment at your institution serves only as an administrative record.

Back to top

6) Do I include students enrolled only in ESL programs (programs comprised exclusively of ESL courses) in enrollment?

ESL has never been considered a postsecondary program by IPEDS. Since it is considered non-postsecondary, students who are ONLY enrolled in ESL programs, regardless of whether or not they are receiving Title-IV aid, should NOT be counted in enrollment.

Back to top

Unduplicated Count (Part A)

1) Why does the total 12-month enrollment need to be larger than the corresponding prior year fall enrollment?

The 12-month unduplicated count must be equal to *or* greater than the corresponding prior year fall enrollment. Since Fall 2016 lies within the 12-month period currently being reported on the 12-Month Enrollment survey component (2016-17), the 12-month unduplicated count must be equal to or greater than the Fall 2016 reported enrollments.

Back to top

2) How do I report a student who changes enrollment levels during the 12-month period?

Students should be reported at their highest level of enrollment. For example, a student enrolled as an undergraduate in the fall and then as a graduate student in the spring should be reported as a graduate student on the 12-Month Enrollment Survey component.

Back to top

3) How do I report foreign students living outside the U.S. who are enrolled in my institution?

There has been no change to how these students should be reported with the new race/ethnicity reporting method. Foreign students living outside the U.S., such as a foreign student living outside the U.S. who is enrolled in distance education at your institution, should be classified in the Race/Ethnicity Unknown category. Only U.S. citizens are to be categorized in the specific Race/Ethnicity categories. The non-resident alien category is reserved specifically for students that are in the U.S. under that specific legal status.

Back to top

4) My institution has students for which gender is unknown. Since there is no place to report "gender unknown" on the IPEDS data collection screens, how should we report these individuals?

These individuals are still to be reported to IPEDS, even though their gender is unknown. It is up to the institution to decide how best to handle reporting individuals whose gender is unknown. However, a common method used is to allocate students with gender unknown based on the known proportion of men to women.

Back to top

5) In which race/ethnicity category do I report undocumented students?

Because the race and ethnicity designations are reported only for U.S. citizens and the "nonresident alien" category is a legal status for students with specific types of visas, undocumented students would not be reported under any of these statuses. Instead, they should be reported as "Race/ethnicity unknown." Please visit the race/ethnicity FAQ for more information: https://surveys.nces.ed.gov/ipeds/visFaq_re.aspx.

Back to top

Instructional Activity and FTE (Part B)

1) How do I report instructional activity for courses that start in one 12-month reporting period and end in the next 12-month reporting year?

If a course does not start and end within the same 12-month reporting period, report that activity using the following guidelines:

Contact Hour Reporting:
Report only the activity for the number of weeks that fall within the 12-month period being reported on. For example, if only 40 weeks of a 64 week course occurred before the June 30 end of the current reporting period, then report only those 40 weeks worth of activity. Next year, report the 24 weeks worth of activity for that course that occurred after July 1. For guidance on calculating total contact hour activity, refer to the 12-month Enrollment survey component instructions.

Credit Hour Reporting:
Report all activity for a course in the 12-month period in which the course began. Because course enrollment counts (necessary for calculating total credit hour activity) are typically taken at the close of the official add/drop period for a course, this date can also be used as the course start date for the purposes of determining the appropriate 12-month period. If there is no official add/drop period, the 15th day of a regular term and the 5th day of a summer or short term can be used.

Back to top

2) Instructional activity in doctor's-professional practice programs is measured differently from other graduate programs. How should I report the activity for these programs?

Starting with the 2012-13 data collection, institutions now report the FTE for doctor's-professional practice (DPP) programs as a separate amount in Part B. This DPP FTE amount will then be summed with the undergraduate and graduate FTE amounts to create the total FTE enrollment for the institution.

Back to top

3) How is the estimate of full-time equivalent (FTE) students calculated?

The FTE enrollment estimate is calculated based on the total credit and/or contact hours reported in Part B and the institution's calendar system, as reported on the prior year Institutional Characteristics (IC) component. The following method is used to convert the credit and/or contact hours reported to an indicator of full-time equivalent students:

Contact Hour Reporters: Contact hours are divided by 900
Quarter Calendar System: Undergraduate credit hours are divided by 45 and graduate credit hours are divided by 36
Semester/Trimester/4-1-4 Plan/Other Calendar System: Undergraduate credit hours are divided by 30 and graduate credit hours are divided by 24.

Doctor's-professional practice (DPP) FTE student enrollment is reported by the institution, based on the institution's definition of a full-time equivalent DPP student. This amount is then added to the undergraduate and graduate FTE amounts to create a total FTE student enrollment count.

Back to top

4) The calculated FTE is not a reasonable estimate for my institution. What should I do?

First, double check the instructional activity data reported on the Part B screen. If your instructional activity data is accurate and the FTE calculation is not providing a reasonable FTE estimate for your institution, there is the option to report a more accurate FTE in Part B. This option should be used ONLY if the system calculation is not a reasonable estimate for your institution and would be misleading for comparison purposes among all IPEDS reporting institutions.

If a more accurate FTE is provided and an edit is received on that data entry, make sure to detail the methodology used to arrive at the reported FTE and explain why this is a better measure for the institution.

Back to top